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EDUCATIONAL NEWS AND EDITORIAL COMMENT

DEALING WITH CONTAGION

The following item quoted from the *Beacon* of Wichita, Kan., illustrates two points. In the first place, a local physician takes the opportunity of helping the community to understand the attitude of the general profession with regard to the prevention as distinguished from the cure of disease. In the second place, the profession has come to see that the control of disease means an intelligent co-operation of the public in the treatment of epidemics. The article is quoted in full both as a good illustration of the proper relation between the medical profession and the general public and also as a very clear account of the intelligent method of dealing in a school system with contagion.

There was a time when the public schools were closed to stop epidemics. Now we have adopted just the opposite method and keep the schools open in order to control epidemics!

This is done through medical inspection!

We have learned that we must watch persons, not things!

Under the old system we closed up the school building and fumigated after having found that there was a scarlet fever case in the place.

By that method we killed some lonely bacillus which may have been lingering around. But we took no heed of, or afforded no protection against, the one scarlet fever scalar who returned to school, bringing with him a million contagious germs in his mouth!

So you see there is a reason for the new way of stopping epidemics. And there is a reason for careful medical inspection and the constant work of trustworthy school nurses.

Every school should have both, if the community hopes to protect its children in the sanest way against epidemics of contagious diseases.

Medical inspection of each child, entering school at the beginning of the year, insures the discovery of cases of contagious disease.

Quite often this inspection will reveal incipient cases which, if treated immediately in the right way, can be cured without serious danger to the patient. It also prevents the disease being passed on to one or several others.

The constant attention of school nurses keeps up the good work through the year. Sore throats, snuffles, rough skin, fevers, headaches, absence from school, and stories of sickness are carefully watched and followed up. And so there is a double check on disease, and it is eventually cornered.

If there is not any medical inspection and the school nurse does not exist,

the whole problem of keeping the epidemic away is left to the teacher. Though the hardest-worked person in the school system, she can still do much if she will take the added burden upon her.

But it is up to the community of this generation to see that its schools have both medical inspection and school nurses.

What is more important to the public than the sane way of checking disease and insuring health to the children while they are growing up?

VOCATIONAL EDUCATION

Mrs. Young, the superintendent of schools in the city of Chicago, is quoted in the *Times* of Streator, Ill., on August 11, to the following effect:

The great American craze now is vocational schools, of course. We can't see much over and beyond vocational training just now, although, like everything else that the American people take up with such overwhelming enthusiasm, the idea will be dropped just as quickly, leaving, to be sure, its influence, and having merged its best results in the general school curriculum.

I'm convinced the one thing to avoid in vocational schools is the danger of training a type of factory worker. If the schoolroom, with its workbench and its dressmaking and millinery shops, isn't something over and beyond the mere factory workroom, then this whole scheme of trade education will fall and we will have a system of education entirely wrong. The one aim in trade-school development must be to create something of the joy of working in the pupils and develop the most valuable asset in the world—initiative.

There always have been and perhaps there always will be children without any ability to do things of their own volition—without original ideas. But our education now ought to do something besides teaching accuracy and diligence. It should open the door for individual growth. It should show the pupil the way to do for himself. Unless we can put our boys and girls in the way of being something more in life than their parents were, unless we can make it possible for them to advance beyond their environment and the circumstances into which they were born, we are failing utterly.

There are many who will doubtless agree with Mrs. Young that the present enthusiasm for industrial education is not altogether sanely founded upon deliberate consideration and complete knowledge of the needs of children in the schools. To open criticism of the vocational schools by describing such schools as "the great American craze" will seem, however, to many to be an extreme statement of the case. Certainly the demand for such a training in a city like Chicago or the other great centers of population is very urgent and doubtless the demand will continue to express itself until some rational solution is reached. On the other hand, there can be hardly any dissent from the statement that the type of work undertaken in the schools must not be that of the

factory worker. In emphasizing the necessity of a distinctive type of education in the schools and a careful safeguarding of school institutions against the encroachment of factory methods, Mrs. Young's pronouncement will be very acceptable to many students of the problem.

The Vice-President of the United States, on the other hand, expresses a view with regard to industrial education and a change in the course of study which is no less striking in its emphasis of the failure of present schools than is Mrs. Young's in its criticism of the form which this enthusiasm has taken. The following is a report of a part of Mr. Marshall's speech:

Out of the superior educational advantages of today one unhappy corollary has developed. A vast army of persons whose labors would make for the industrial advancement of the nation have conceived themselves fitted for fancied nobler pursuits, and thus the progress they would have made in the work they are fitted for is lost.

My purpose is to focus attention upon some of the faults in our educational system. Wholly inexcusable is that system which teaches a man to be ashamed of his life-work, which convinces a boy that it is better to live by his wits than his muscles, which turns a natural-born chicken thief into an educated forger.

In the early days of the Republic much book-learning was not possible. Schools and colleges were few. An aristocracy of learning was composed of ministers, doctors, and lawyers. A century has made a great change. Approximately forty thousand degrees were conferred this year and five hundred thousand diplomas were awarded by high schools.

CAUSES DISCONTENT

Thoughtless men believe that the public mind is being agitated by flannel-mouthed anarchists, who wave their red flag, curse God and man, and tear down law and order. This is not the real discontent in America. Our real discontent is being produced by the hundreds and thousands of men and women turned out by our high schools and colleges and thrust by our modern system of education into a modern warfare, with no weapons save those of the ancient crusader.

These educated men and women have been eking out miserable existences in callings which God did not intend they should follow. Their discontent has been increased by the sight of low-browed inferiors, scarcely able to read or write, gathering unto themselves all the good things of life. Unless some way be devised to minister to the wants, physical and mental, of these educated men and women, they sometime will trample under foot all the theories of the Republic in order to reach a better condition of life. Wise men will quit railing at them, quit calling them harsh names, and quit imagining that lurid

editorials will produce peace; wise men, who genuinely love, as I do, our ancient institutions, will seek remedies consisting of more than invectives.

A DIRECTORY OF APPROVED SECONDARY SCHOOLS

The Bureau of Education has issued a bulletin giving a full list of the schools which are accredited in the different states. This list shows a wide discrepancy between the accrediting of schools by state universities and by the various associations that have been organized to co-operate in accrediting. It is notable, for example, that in the territory of the North Central Association a very large number of schools are accredited in each of the states by the several state universities. Thus Illinois and Indiana accredit a very large number of schools in each of the states, while only a small portion of the total list is recognized by the North Central Association. The various devices that are adopted in different parts of the country in accrediting schools are also indicated in notes attached in each case to the list of any given state. The list will be very useful as the beginning of a systematic study of secondary schools. This list of approved high schools now makes it possible for anyone who is carrying on investigations with regard to teachers or with regard to courses of study to find the addresses to which he would naturally turn for information regarding the work of the typical American high school. It is to be hoped that students of education will see in this list the opportunity of carrying on new and productive researches, so that ultimately the basis of the acceptance of schools will be made very much more uniform throughout the whole country than it now is.

A SCHOOL EXHIBIT

The *School Review* is very glad indeed to give publicity to the following notice and request:

During the late fall and early winter the City Club of Chicago will hold in its club rooms an exhibit of public buildings and grounds for the purpose of stimulating municipalities to make improvements in police stations, streets and alleys, playgrounds, schools, etc. A large space will be devoted to school buildings and grounds and it is the desire of the subcommittee in charge of the school exhibit to secure helpful suggestions from all persons interested in the success of the public schools.

The general purpose is to show the functions of school buildings and grounds and the adequacy of the buildings and grounds for the performance of these functions. Particular attention will be paid to heating, lighting, ventilating, seating, and general care of buildings. All persons interested are asked to send suggestions to William J. Bogan, Chairman, Subcommittee of School Buildings and Grounds.

IMPROVEMENT IN SOUTHERN COLLEGES

The Bureau of Education has issued the following abstract of the statement given out by Miss Elizabeth Avery Coultou, secretary of the Southern Association of College Women:

In 1900 only three southern colleges had standard requirements for entrance; this year 160 announced standard admission requirements.

Not only in entrance requirements, but also in libraries, laboratories, buildings, and equipment of all kinds, as well as in the extremely important matter of training and ability of the faculty, Miss Coultou notes marked improvement. She attributes the advance chiefly to two agencies, the Carnegie Foundation for the Advancement of Teaching and the General Education Board. The former did its most valuable work through publications which revealed the wide variation in college standards that prevailed in the South, while the latter has been especially helpful through the founding of professorships of secondary education to aid the high schools in their relation to the colleges.

Together with the betterment in entrance requirements has come a decided increase in the amount of college work represented by the degree. In 1904, according to Miss Coultou, the A.B. of only two southern colleges represented four full years of college work, while by 1914 graduates of at least twenty-five colleges will have completed four years of standard college work.

Although emphatic in her declaration that great improvement has taken place, Miss Coultou declares that much still remains to be done. "Each of the 367 institutions in the South bearing the name college or university," she says, "firmly believes that it is predestined to become the leading institution for higher education in its community. Nevertheless, with all the education boards, foundations, associations, commissions, and conferences working directly or indirectly in behalf of the southern college and the development of its efficiency, there remains the hope that many sham colleges may within the next ten or twelve years be induced to stop conferring degrees and become good preparatory or industrial schools; that others may die from lack of patronage; and that the 'righteous remnant' may thus be encouraged to continue to strive after ever enlarging ideals of standard and of service."

SPECIALIZED HIGH-SCHOOL CURRICULA IN AGRICULTURE AND
DOMESTIC SCIENCE

The Dunn County School of Agriculture in Wisconsin has provided a four-year course and a two-year course to be taken by students who wish to specialize in agriculture on the one hand or domestic science on the other. The effort to bring together a definite curriculum which will begin with the opening of the school in the Freshman year and continue throughout the four years of the high school indicates very clearly a

tendency which is common in high schools throughout the country, namely, the tendency to set up a curriculum as distinguished from a series of elective courses. This particular group of courses is also interesting as indicating the tendency to eliminate very largely the so-called academic subjects and replace these by other subjects. Finally, the course is of interest as indicating a specialization of work for the girls and boys in the school. The following statement copied from the *Menomonic News* gives a full account of one of the curricula, namely that covering four years. The two-year curriculum is somewhat more intensely specialized from the beginning along agricultural and domestic science lines.

Many of the boys and girls today want a high-school education but do not want a maximum amount of academic work and a minimum of practical work. With this idea in mind the Dunn County School of Agriculture is giving the following courses:

FOUR-YEAR COURSES

FIRST YEAR

Boys—English (5); Algebra (5); Botany (Agricultural) (5); Farm Crops (5); Manual Training (2½).

Girls—English (5); Algebra (5); Botany (Agricultural) (5); Sewing (2); Food Study (3).

SECOND YEAR

Boys—English (5); Geometry (5); Zoölogy and Physiology (Ag.) (5); Animal Husbandry (5); Manual Training (2½).

Girls—English (5); Geometry (5); Zoölogy and Physiology (Ag.) (5); 1st Sem.—Cookery (5); 2nd Sem.—Bacteriology and Home Sanitation (2); Cookery (4) (2 hours Lab.); Sewing (4).

THIRD YEAR

Boys—English (5); English History (5); Physics (Agricultural) (5); Farm Mechanics (5); Manual Training (2½).

Girls—English (5); English History (5); Physics (5); 1st Sem.—Dress-making (3) (1-3 hour Lab.); Textiles (2); 2d Sem.—Home Management (3) (1-1 hour class) (1-2 hour Lab.); Millinery (2) (2-1 hour Lab.).

FOURTH YEAR

Boys—English (5); American History and Civil Gov. (5); Chemistry (Agricultural) (5); Soils (5); Manual Training (2½).

Girls—English (5); American History and Civil Gov. (5); Chemistry (5); 1st Sem.—Foods and Adulterations (2); Dietetics (3); 2d Sem.—Home Nursing (2); Home Decoration (3).

The numbers after the above subjects indicate the number of 40-minute recitations per week. One 5-hour subject for the year counts as one credit.

INSTRUCTION BY CITIZENS

Kansas continues to make educational history through its new state board of education, as indicated in the following item clipped from the *Journal of Topeka*:

Believing that there is a lamentable lack of general information on the live topics of the day and the ups and downs in business life, among the students of the state institutions, the board of administration after a recent session in Topeka has decided to introduce in the schools a new course, beginning with the fall terms. The course will consist of lectures by well-known business and professional men from over the state, and the students of both sexes will be required to attend.

The new administration board has taken a peek at the practical side of the state's education of young men and women. The board insists that there is something else in a college education besides Latin, Greek, mathematics, chemistry, and football. It believes that the average man and woman who graduates from a state institution is anxious to make a success in life. This success, the board thinks, is due in a great measure to the general knowledge of the advantages and disadvantages of the different vocations in the business world.

Hence, the new lecture course requirement in the state institutions this fall.

HEAR FROM SUCCESSFUL MEN

The board of administration has an idea that a man who acquires a specialty of language and literature and classics in the university, for instance, should look around for his favorite vocation through contact with men who have made a success along this line.

If Willie Williams went to K.U. and matriculated in the journalism department with a trimming of the classics, the languages, and a dab at art, Willie would not be a fit candidate for a farmer, banker, or hardware dealer. In the same breath, Willie's brother, John, goes to K.S.A.C. and is sent through the agricultural courses with an insight into engineering. John, the board declares, isn't the man to dive into the game of journalism.

Procure eminent speakers from the newspaper, banking, farming, and engineering ranks, give them a subject which deals with the application of the young man to the profession, and deal out the information right from the shoulder—that is the plan of the three state officers in charge of the educational institutions.

"We are planning to give the students the bright and dark sides of the various vocations," said President Hackney of the Board of Administration. "We want them to understand something about the relative advantages or disadvantages of each and the requirements for success in each. With that in view, we will have a series of lectures by men who have been successful in their various occupations. These lecturers will be requested to point out to the

students the requirements for entering the vocations. We want students to enter a profession intelligently, not blindly.

"This will tend to more efficiency and will give young people an idea of the supply and demand in the various fields of endeavor.

"The students of both sexes will be required to attend these lectures, for the board feels that a girl should have some conception of the difficulties and possibilities and advantages of the profession to which her husband may belong."

COEDUCATION AND SEGREGATION

The problem of coeducation apparently is not entirely solved. A number of schools, as reported in a pamphlet issued by the Bureau of Education entitled *Special Features in City School Systems*, are undertaking to solve the problem by a form of separation of the boys and the girls in the upper grades of the elementary school and of the high school. The following selected paragraphs may be quoted from the Bureau's report:

MARINETTE, WIS. G. H. Landgraf, superintendent of city schools.—Last fall a plan was begun for the segregation of sexes in the physics and chemistry classes, modifying the courses to suit the particular needs of the classes, and in physics using different texts for the sexes. The course in physics given to the girls' classes is largely informational and cultural and less technical. On the other hand, the boys' courses are more technical and mathematical and look toward fitting the boys to take scientific and engineering courses in the colleges and universities, and in fitting them to apply their knowledge of technical physics in the arts and industries. In chemistry the same principle governs the differentiation of the work. The chemistry of the girls' classes is built up largely around the chemistry of the home, of cooking, food values, and adulterations and their detection, while that of the boys' classes is like that of physics, more technical and "scientific," calculated to be of most service to them in higher institutions and in the arts and crafts.

Experience in the limited tentative trial of the plan seems to demonstrate its value to all concerned and has resulted in greater enthusiasm and better work in each section. It is thought also that its success points the way to profitable segregation and differentiation of secondary school work in other subjects, as biology, English, and mathematics.

EVERETT, WASH. C. R. Frazier, superintendent of city schools.—In September, 1912, the boys and girls were separated for class work in the greater part of the high-school work. Beginning with February, 1913, the eighth-grade pupils (all of whom are now gathered at the central building) were also segregated into boys' classes and girls' classes for all of their work. This step, with reference both to the high school and to the eighth grade, has been taken in the belief that there is enough difference in the way the minds of

boys and girls attack a subject to classify them separately. Teachers find themselves presenting subject-matter in a different way to a class of boys than to a class of girls. So far the testimony of the teachers has been favorable to the segregation in this respect. It is thought to be much better to have the boys and girls separated in the grammar- and high-school grades for the reason that this is just the stage when boys and girls are apt to become too conscious of the attractions of the opposite sex. This plan also facilitates the classification of pupils for their industrial work.

SECRET SOCIETIES

With the opening of high schools the ever-present question of secret societies again comes to the front. A typical statement of the case is to be found in the *Beacon* of Wichita, Kan.

Secret societies in Wichita are unusually active this summer in spite of the severe jolt they received last year from the school board. The sororities are pledging new members. The fraternities have had several initiations. There have been many sorority and fraternity picnics given openly and participated in by high-school pupils.

Every high-school pupil last year signed a pledge that he or she would not participate in secret societies or their activities. Members of secret organizations say the pledge was not binding during the vacation time.

The Board of Education has not said anything relative to its approval or disapproval of the secret societies during the summer. The board is not in favor of these organizations because of the cliques they create among pupils.

The board will enforce the pledge law again at the beginning of school for the benefit of the Freshmen who have not signed it. Violators of the pledge are liable to suspension from school. All fraternity and sorority activity must cease before high school opens or stringent rules will be enforced.

The statement that is here made could be repeated for many different parts of the country. In the meantime it is interesting to note that the college fraternities see the significance of this whole matter and are attempting to deal in some prohibitive way with the organizations in high schools. The question of secret societies had been before several state legislatures of late and has taken the general form of a question of the propriety of such organizations in the state universities as well as the public high schools. Unless these organizations can be controlled by the ordinary methods of school administration it is not at all unlikely that effective measures will be found in some of the devices that are now being adopted to terminate the evil of such secret societies. One of the best ways undoubtedly is that which attempts something more than mere suppression of these societies. Mr. Davis of the high school at Grand Rapids, Mich., is preparing an elaborate statement of the devices which

he has frequently discussed and described in his articles on giving the boys and girls in the high school so much to do of a good and productive type that they have no time or energy for the organization of secret societies which are inimical to the interests of the school as a whole.

SCHOOL HYGIENE

The Fourth International Congress on School Hygiene held at Buffalo, N.Y., August 25-30, was an affair of more than ordinary interest. It brought together hundreds of delegates from every civilized country on the globe. In an impressive way it emphasized the increasing importance of the conservation of the child's health. Half a dozen simultaneous sections were running morning and afternoon throughout the week; general meetings at night were addressed by men of international repute, and a continuous exhibit was made of the work being accomplished by schools, cities, and sundry societies for the health of children. The mere titles of papers with the names of those presenting them occupied over fifty pages of ordinary book size in the official program.

The following general subjects to which one or more sessions were devoted will give some idea of the scope of the Congress: School Buildings and Their Equipment; Fatigue and Nervousness in School Children; The Exciting and Contributory Causes of Disease and Physical Defects in School Children; Symposium on Child Labor; Open-Air Schools; Instruction in Hygiene; Mouth Hygiene; The Ventilating, Heating, and Cleaning of School Buildings; Mental Hygiene and the Hygiene of the Mentally Abnormal Child; Oral Hygiene; Sex Hygiene; Medical Inspection; Play and Athletics; Physical Education; The Conservation of Vision; School Feeding; School Illumination; Tuberculosis among School Children; School Nurses and Clinics; etc., etc.

Dr. F. P. Lewis, president of the American Association for the Conservation of Vision, said in part:

Near sight starts primarily as the result of strain of the eyes, and it is not an accidental occurrence. It develops and increases during the school period until at maturity more than one-quarter of the school population is nearsighted. Notwithstanding this fact, there is no modification in the rigid curriculum of our schools for pupils having eyes so affected, and we have as a result the development of a condition which predisposes to other and later destructive changes in the eyes.

The remedies are obvious. First, the correction of the focal defect at the earliest possible opportunity; second, near work, such as reading and writing, must cease. Happily the training of the mind and the development of the

brain can be carried on as effectively if not more so without the use of books for study than with them.

Book study is convenient but not essential. In looking on the printed page we often see without thinking. The child should learn to think without seeing. Teaching from the concrete object, the use of pictures, the developed sense of touch, and of smell bring into play various parts of the brain through the association fibers, and lead to more clear, exact, and rapid thinking, than where the student is obliged to interpret the symbols employed in the printed page and which require an added mental effort for their understanding. It is, therefore, good pedagogy to use books less.

All children in whom near sight is beginning should be segregated into special classes. The same curriculum could be employed as for the others of the same class, but for these book study should be replaced by oral graphic illustration and other methods of study. In this way and in this way only the development of progressive near sight in school children can be arrested.

Although the exhibit of the American Federation of Sex Hygiene was only one out of nearly a hundred exhibits in the Great Broadway Auditorium, yet one might be quite sure of finding a quarter of the crowd present studying this exhibit. Dr. Charles W. Eliot, president of the Congress, spoke in behalf of sex instruction, in part as follows:

The attack must be made against the three principal causes of the present evil conditions—first, lust in men; second, the mental deficiency and lack of moral principle of the women who supply the demands of men; and third, the greed and depravity of the wretches who maintain a profitable commerce out of the traffic.

Defensive agencies against lust include full occupation of mind and body, manly sports, ambition and energy in the earning of a livelihood, timely knowledge, temperance in food and drink, and deliverance from mischievous transmitted belief. The best source of information is the parent, but schools, churches and other social agencies must be utilized. The public press must aid. It must be made impossible for either young men or young women to plead ignorance as an excuse. It is not likely that any short or easy road can be found to the redemption from licentiousness of males. There is, therefore, all the more reason for entering at once on the best roads to be found that lead in the desired direction.

Commercialized vice should be attacked in all its forms by all the powers of law. The ancient policies of toleration and licensed segregation and regulation must be uprooted. Segregation nowhere has been successful, even in Japan, where it has existed for centuries.

The laws against undesirable marriages need to be revised and the public must be convinced that no law can eradicate the evil. Laws must provide that candidates for marriage shall be free from disease and proper provision must be

made for the certificate to that effect to come from a trustworthy physician appointed by the state.

Public progress in regard to sex hygiene and eugenics is to be procured chiefly through educational methods. The work must be done delicately, without morbid suggestion, without interference with parental rights, or religious convictions, and in general, in a pure, high-minded, disinterested way. The pioneering, voluntary association should enlist gradually the public authorities in this vast undertaking and transfer to the public the support of those parts of the work that prove to be sure and permanent public advantages.

Rev. J. Tierney of Woodstock College would eliminate the details of sex hygiene in the public school instruction and

train character, teach that purity is noble and possible, that vice is vile and carries its own punishment, that marriage is inviolate, and that the family is sacred.

Teach boys that their bodies are vessels of honor, the habitation of a soul made in the image of God; train them to reverence womanhood and to venerate motherhood. Teach girls reserve, modesty of manner and dress, purity and self-sacrifice. Carry your campaign further. Purge the press, cleanse the novel, elevate the theater, abolish animal dances, and frown on co-education after the age of puberty. Labor that all men may realize the great obligation of life, which is to know God and do his behests.